

Jeff Thompson Research Award Report

An analysis of the impact of 'The Essentials of International Leadership' IB workshops on three cohorts of aspiring or experienced leaders from IB schools.

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ABSTRACT:

The IB has developed a series of workshops which are focused on providing support for aspiring and experienced leaders. The purpose of this research is to investigate if leaders who attended the workshops were impacted by the concepts and ideas within. In addition, feedback on the most impactful resources or activities was sought. This data could be used in the review and revision of the workshops.

Methods of data collection included surveys and interviews. The surveys were completed at the end of workshops. They included feedback on the preferred sessions within the workshops, as well as perceptions of impact of the workshops on skills, understanding and behaviour. In addition, the workshop participants who completed all four workshops were asked to be interviewed and 20 agreed. Semi-structured in-depth interviews were completed and findings were compared with the initial workshop survey responses.

The data suggests that the workshops are achieving the goal of having impact on the beliefs, understanding, and skills of leaders. The findings shared here are a beginning. Further research is needed to consider the longer-term impact of these workshops, perhaps by taking 2 or 3 individual case studies of leaders and exploring their journey in leadership.

An analysis of the impact of 'The Essentials of International Leadership' IB workshops on three cohorts of aspiring or experienced leaders from IB schools.

Introduction and background to workshops

Interest in school leadership specific to international settings, and in particular for International Baccalaureate (IB) schools, has been growing among international educators and researchers (Walker & Dimmock, 2002; Billot, Goddard, & Cranston, 2007; Walker & Riordan, 2010; Bryant, Walker & Lee, 2014; Brooks & Jean-Marie, 2015). Until 2013, the IB provided professional development (PD) for teachers but had not focused on PD for leaders in schools, other than for guiding the implementation of the IB programmes.

As part of a team of experienced educators chosen to seek feedback from IB school leaders, we attended regional conferences to engage with participants in discussions related to leadership dilemmas in IB schools. These discussions were opportunities to ask leaders what they believed would be helpful for professional support. The need for specific PD that focused on effective leadership practices, particularly in the context of culturally diverse international schools, was confirmed during these discussions and in the feedback provided.

After this initial round of discussions, a core team of developers was chosen to create the workshops which now comprise 'The Essentials of International Leadership'. The workshops were developed over a period of approximately 3 years and included: 'Understanding Leadership', 'Leading with an Understanding of Culture and Context', 'Leading with a Clear Vision and Strategy', and 'Leading for Effective Teaching and Learning'. Workshops exploring additional areas of leadership were also developed, some simultaneously. The first of the additional workshops was 'Leading Professional Learning Communities', and the list now includes, 'Cultivating Learning Focused IB Schools', 'Governance', 'Leading Finance and Accounting', 'Wellbeing and Student Leadership', and 'Building Partnerships with Parents' (see Appendix 1 for the outline of each core workshop). The rationale and research which supported the development of these workshops cannot be covered in depth here but is explored at some length in Calnin et al's article 'Developing leaders for IB World Schools' (2018).

From 2013–2016, the four core workshops were developed, reviewed and revised. Leaders in IB schools, who were also experienced workshop leaders, were then upskilled and the workshops were offered. Since then, over 1,000 school leaders around the globe have participated in these leadership workshops, in all three IB regions. This research project is the result of a desire to learn more about the longer-term impact of the workshops. The findings and analysis of this data could inform future iterations of the workshops and confirm or challenge the value of the workshops to IB leaders in culturally diverse settings.

Research

IB vision and philosophy of leadership

An urgent need in the early stages of development of the workshops was to agree on a Vision of IB Leadership and the characteristics it involved, which would then be the focus of learning through the workshops. The resulting vision and philosophy developed was:

'IB leaders are adaptive, globally and locally engaged, and inspire commitment to create a better world through education by leadership grounded in professional inquiry'.

Effective IB leaders:

- Acknowledge and respond to the complex and interdependent nature of the environments in which they are required to demonstrate leadership.
- Understand how effective school leadership practices are in part determined by the diverse range of economic, political, organizational, cultural and pedagogical factors that impact directly or indirectly on school communities and, ultimately, student learning.
- Recognize the need to respond to complexity, interdependency and uncertainty through a commitment to institutional and professional learning and inquiry.
- As committed learners, are willing to challenge previously held assumptions and build individual and institutional knowledge and understanding.
- Model and support professional inquiry throughout the school community.
- Are reflective and strategic, capable of leading people with varied values, beliefs and expectations in order to build communities of learners motivated to create a better world through education.
- Are able to identify strategies that are culturally appropriate, relevant and adaptable for their context.
- Demonstrate the ability to innovate, develop, communicate, promote, and evaluate new ideas and practices in order to respond in creative and positive ways'

(IB, 2017).

Once the philosophy was in place, it became clearer what was required in the workshops. The overarching objective of the workshops was to enable and support leaders to strengthen the skills and understanding which would help them to be effective IB leaders, and these aims guided the content and learning engagements provided.

Structure of learning engagements

The IB's philosophy of education includes a focus on inquiry and learning through experience (IB, 2017). This was taken as a requirement for the structures of learning engagements for these workshops. The workshops were created to include a combination of theory, practice and then practical implementation and planning. This was provided through engagement with the latest academic research and theory, provocations and activities to explore the theory in practice, and time to reflect and use learning to plan actions relevant to participants' own context. This structure reflects Merrill's 'First Principles of Instruction' (2002), which is used by IB workshop designers to guide professional development engagements. The rationale for the structure of the leadership workshops is outlined in depth in Waterson's (2018) IB Paper 'Leading through inquiry'.

Leadership intelligences

While developing the workshops, the core team researched leadership intelligences, including the skills and behaviours that appeared to be most consistently recognized by current research as helpful for effective leadership. The seven IB leadership Intelligences, which are a focus of the workshops, were a result of this review and considerable reflection.

The literature review of these intelligences is available (Waterson et al, 2017) and explores leadership research in both business and education, which influenced the choices made. The intelligences chosen for inclusion include some well-known labels (relational, strategic, pedagogical, entrepreneurial, and reflective intelligence), as well as two less frequently included: cultural intelligence and heuristic intelligence. Cultural intelligence has obvious relevance to IB schools, and heuristic intelligence is a lesser-known addition, including concepts such as intuition, big picture thinking and wisdom (Waterson et al, 2017).

The leadership intelligences are a focus of activities during all workshops and are also frequently used by participants to interpret the results of self-assessed leadership surveys they complete prior to their first 'Understanding Leadership' workshop. The leadership intelligences are not the focus of this research so will not be commented on further, although the development of skills in individual leaders over time would provide opportunities for interesting case study research on leadership development.

Research project

Rationale

From 2013-2016, the International Baccalaureate (IB) developed a suite of professional workshops aimed at providing leadership training appropriate for school leaders working in an international context, and in particular, an IB and culturally diverse context. The objectives for this project were to evaluate the success of the workshops in providing new knowledge, understanding and skills for these leaders, as well as to investigate which activities and resources in the workshops were of particular help and interest to leaders.

The research objectives below provided the focus for analysis.

Objectives

1. To evaluate which session or resources of each workshop were believed to be most impactful.
2. To evaluate the impact of IB leadership training on the a) skills, b) beliefs and c) behaviours of three cohorts of aspiring IB school leaders.
3. To compare the responses of leaders in Thailand, China and USA and to evaluate if the programme had different impacts on any group, and if so, in what ways.

Questions used to guide data collection and achieve the objectives:

- i. For each workshop, which were the most useful concepts and related activities or resources which supported the development of your understanding of leadership?
- ii. For each workshop, what impact did the learning have on your beliefs?
- iii. For each workshop, what impact did the learning have on your skills?
- iv. For each workshop, what impact did the learning have on your (potential) leadership behaviours?

These questions were explored through a survey distributed at the end of each workshop. The same focus questions regarding the possible impact on understanding, beliefs, skills, and behaviours were asked on each survey. The only difference between surveys was the listing of session topics. Examples of two different workshop surveys are attached in Appendix 2.

To compare the responses of leaders in Thailand, China and USA and evaluate if the programme had similar or different impact on any group, and if so in what areas, the following questions were used to guide the analysis.

- v. What were the similarities, if any, between the three cohorts with reference to their own perceptions of the impact of the workshops on their skills, beliefs and leadership behaviours?
- vi. What were the differences, if any, between the three cohorts with reference to their own perceptions of the impact of the workshops on their skills, beliefs and leadership behaviours?
- vii. What conclusions can be made based on the above data about which workshops and activities were the most effective in impacting participants' understanding of leadership in (culturally diverse) IB communities.

Methodology

As this research is based on individual interpretations of experiences, it is most appropriate to use an 'interpretivist' paradigm for research which 'aims to bring to consciousness hidden social forces and structures' where participants are provided with opportunities to reconsider their assumptions and consider the cultural and historical situation of their knowledge (Scotland, 2012, p. 12). As the leadership workshops were designed to challenge leaders' personal and social assumptions, this paradigm is most relevant. Within this paradigm, qualitative research methodology provides data collection processes to explore behaviours and different life experiences (Holloway & Wheeler, 2002 cited in Khan, 2014; Sarantakos, 2005; Seale, 2010) and allows for in-depth consideration of individual contexts and understandings.

Methods chosen for data collection included surveys and semi-structured interviews (Brayda & Boyce, 2014), which allowed for numerous data points as well as triangulation of data. The surveys provided some quantitative data related to the sessions most preferred. However, all the other questions were open ended and therefore provided qualitative data on the impact of the workshops on every participant who submitted the survey. These predominantly qualitative methods provide feedback and potential understanding of personal responses to the concepts and skill development included in the workshops.

For the first attempt to obtain survey responses, I used online surveys after the workshop, but the response rate was insufficient to provide adequate data. As a result, I replaced the online survey with paper surveys, which were handed out at the end of workshops and time was allowed for participants to complete them before leaving. This provided nearly complete sets of feedback for workshops in Thailand and China. As I was only facilitating the last workshop in USA, I provided a paper survey but asked for feedback on all workshops the participants had completed, using the same questions. The combined responses provided data from a total of 187 individual surveys.

Reflections written by some participants after the workshops, which were uploaded for evaluation, provided written documents to analyze. However, contrary to expectations and hopes, few participants completed these reflections and therefore they could not be used

as a source of data collection. Finally, I conducted 20 in-depth semi-structured interviews with individuals who had completed four leadership workshops, and who were willing to discuss the workshops. Twelve interviews took place by Skype, six face-to-face and two via email. The interviews took place between three to five months after their fourth and final workshop, and aimed to explore the longer-term potential impact on the individuals as leaders.

Structure of report

The structural model for data collection and analysis was of multiple case studies in order to compare 3 cohorts of participants. Overall trends were also important, so the case studies were combined for a holistic evaluation of the impact of workshops on all participants, after the initial analysis of individual cases. The case study structure was chosen because it fulfils the categories of appropriateness, i.e. a) they are used to explore how or why questions – in this case, how effective is the training provided for the different groups?, b) it is not possible to have a ‘controlled’ event as this includes many individuals working at their own pace and in their own reflective capacity, and c) it is focused on contemporary experience (Yin 2015, p. 7-10). Each case study was analyzed itself as one cohort and then the three were compared for similarities and differences.

Researcher’s positionality and ethical considerations

As a designer and part of the core team who wrote, reviewed and presented these workshops it is an ethical requirement that my relationship to the workshops was clear to anyone responding, and also to anyone reading this research. All participants knew I was one of the designers of the workshops and for many of them I facilitated their workshop. For all workshop participants, I spoke with them and explained the research and my part in the workshops and our interest in their feedback on content and impact, so we could improve future iterations. I also emphasized that their survey responses would be fully confidential, that the interviews were entirely optional and if they were quoted in the research they would not be named. The BERA (2018) ethical guidelines were followed in all interactions and no school or individual has been named in the report.

Data collection and analysis

The three cohorts of leaders are participants in the provision of four core IB leadership workshops. All three cohorts completed the four ‘Essentials’ workshops except for a small number in the USA cohort who completed ‘Leading Professional Learning Communities’ instead of ‘Leading with an Understanding of Culture and Context’. This one anomaly is kept in mind when collating and analyzing data.

All data was collected over the period of January 2017 to August 2019. For the purposes of this research, ‘cohort’ refers to all participants who attended any workshop in the geographic region. It does not indicate the exact same membership in each workshop, as attendance varied each time. The individuals who completed four leadership workshops were then invited to be interviewed, and 20 agreed.

The cohorts in Thailand and China undertook the workshops in-school, with participants primarily from that school. The workshops took place over a school year, on four weekends. The US cohort was made up of leaders in IB schools in a regional workshop setting in one US

state, rather than from one school. The initial expectation was that these leaders would take the workshops every six months, but due to changing circumstances this became once each summer, from 2016 – 2019. Therefore, there were more differences than expected between the US cohort and the other two regions, making comparisons between cohorts problematic. However, for the purposes of overall data collection and feedback on resources and impact, these findings are nonetheless extremely helpful.

The workshops were conducted by a number of workshop leaders in addition to me, using planners provided by the design team. As with all classroom teaching, learning engagements have to adapt to the context and group of learners so, while engaging with the same concepts, not all learning engagements or experiences were identical. However, lines of inquiry and major resources were all followed as required.

A total of 187 survey responses were collected onsite for the workshop participants in the three regions. Not all participants completed surveys. Handwritten responses were transcribed into Word documents, then collated and initial coding was undertaken by hand, to decide initial nodes for possible use. Following this process, all documents were uploaded to NVivo and coded, using the initial nodes and adding more as needed (Saldana, 2016). The workshop surveys were collated for each cohort to analyze each workshop and to provide feedback on preferred activities and resources, followed by the impact on skills, understanding and behaviours. NVivo provided opportunity to collate and compare the frequency of different nodes for both individual case studies and across all responses, indicating areas of specific and strong impact and data for the conclusions. This process was undertaken for both surveys and interviews.

Of the 20 participants who agreed to be interviewed, nine attended the workshops in Thailand, six in China and five in the USA. All interviews included the same three questions.

1. To what extent and in what ways have the leadership workshops had an impact on your knowledge and understanding about leadership?
2. To what extent and in what ways have the leadership workshops had any impact on your behaviours and actions as a leader?
3. Are there any resources or activities which you would strongly support keeping in the workshop, in any revision?

All responses were transcribed and initial coding was completed by hand, providing a number of nodes for consideration which were confirmed by cross-referencing with the survey responses. The transcripts were then uploaded to NVivo and again coded and collected in case studies, and then compared across all three cohorts.

The initial separate case study analysis was followed with a cross case analysis and then synthesis (Yin: 149), comparing the responses of the three cohorts. The analysis began with a review of the workshop survey data. The interview transcript analysis provided opportunity to develop categories for analysis, and enable explanation building related to the perceived effectiveness of the workshops and the potential impact on individuals' skills, beliefs and leadership behaviours (Yin 2015: 141). The analysis concludes with an evaluation

of the workshops and the potential impact on leaders, as well as commentary on the perceived effectiveness of the leadership training.

Findings

For each workshop, the response of most useful concepts and related activities which supported leaders' understanding of leadership are listed. Appendix 3 shows numbers of responses for the preferences. This list is followed by findings from open-ended responses to questions of impact, which are anonymous and therefore not attributed, but are direct quotations from transcripts of surveys or interviews.

Case study: Thailand

Understanding Leadership – the most preferred resources or activities in order of preference:

- a) The GLOBE study on effective leadership in different cultures (Dorfman et al, 2012)
- b) Case studies and reflection on practice
- c) Understanding self and values – activities reflecting on own leadership

The increased use of reflection was the most frequently mentioned skill development in the Understanding Leadership workshop and is related to the most preferred activities of reflection on case studies and understanding self and one's own values. One participant said it 'helped me reflect on my past actions and identify areas I need to grow', which is a useful skill for leaders. Changes or developments in beliefs, knowledge and understanding included that it 'helped me understand the values that underpin my leadership style'. Another comment suggested increased understanding of the complexity of leadership with the statement, 'it helps me understand how my behaviours reflect (or contradict sometimes!) my values'. The impact on leaders' understanding of effective leadership is evident in comments such as, 'I understand now that a leader should be adaptable and flexible, be able to take decisions not based on his own models but by considering different factors' and that 'many different intelligences are sometime necessary, [there is] not just one way to lead'.

Leading with an Understanding of Culture and Context – the most preferred resources or activities in order of preference:

- a) Hofstede's Cultural Dimensions (Hofstede, 2005, 2018)
- b) Meyer's 'The Culture Map' (Meyer, 2014)
- c) Organisational Culture
- d) Case studies

For the workshop on culture and context, impact on skills included a greater awareness of different perspectives and values, and an increase in tools participants felt relevant for addressing these differences. One participant said it had 'given me some models to consult and "cognitive adages" to consider when facing dilemmas', and a 'range of tools to access when assessing potential actions'. One positive comment was that 'common values can be used to develop cross-cultural relationships'. The use of models such as Hofstede's cultural dimensions (2005) and Meyer's cultural maps (2014) have provided some tools that the

participants were interested in during the workshop and which they feel have added to their skill levels.

The changes in their beliefs, understanding and knowledge that participants commented on were focused around becoming more self-aware, more flexible in their leadership practices and showing an understanding of how different perspectives might impact effective leadership behaviours. This is exemplified in comments such as, 'you have to continually consider other perspectives and show by your actions you have considered them' and the workshop had 'confirmed my impression that leadership is in constant tension and that you must continually adapt to differing contexts'. Possibly the most helpful knowledge acquired was that leadership is not as straight forward as initially thought, with many respondents commenting on 'complexity' and 'no simple model' of leadership to follow. The impact on leaders is also considerable, with one participant stating they 'definitely will change my behaviour' and that 'cultural considerations' are required to approach leading.

Leading Effective Teaching and Learning – the most preferred resources or activities in order were:

- a) How do we measure quality of teaching and learning (Mourshed et al, 2010)
- b) Case studies and school values
- c) Teacher professional development
- d) Action plans for own school

This workshop was the most closely connected with everyday practice for the middle level leaders involved, which is perhaps reflected in their appreciation of time spent on case studies, creating a school action plan, and exploring teacher professional development. The skill development participants spoke of was often related to the resolution of issues by going to the basic conflict in values rather than getting caught up in details. Another regular comment was about coaching rather than fixing problems, such as 'I see the value of not just problem solving for someone but guiding them to a solution themselves'. Impact on beliefs, understanding and knowledge was largely focused on the importance of having a shared definition of knowledge, and the value of using data. Participants also had developed confidence in understanding the steps it takes to help a school improve and the different stages of development, based on the Mourshed et al (2010) report, and associated activities. The feedback suggests this workshop is having an impact, although it is difficult to say exactly where and how as the responses are positive but generic such as 'I look forward to expanding my understanding even more as I begin to put into action the take-aways from Leading Teaching and Learning'.

Leading with a clear Vision and Strategy – the most preferred resources or activities were:

- a) Implementing strategies
- b) What is the value of vision and mission
- c) How to create a vision and mission
- d) Managing change

The skill development in this workshop reflected the preferred resources and activities as listed above. Participants 'can write a vision and mission now' and are 'building confidence and ability to develop strategic plans'. There was also evidence of improved confidence in

the ability to clarify strategy and implement change. Changes in beliefs and knowledge included a new understanding of the power and value of a distinct vision and mission. 'I had not previously thought deeply and unpacked the need for clear vision and strategy', one participant commented, 'I used to think vision and mission were marketing, but now I see they are crucial to a school'. Some comments were made in interviews and reflections about the impact of this workshop but none were provided in the survey responses. Perhaps this reflects the longer-term nature of discussions around vision and strategy.

Interview responses to question of 'impact?'

Interview responses from those who completed the course in this region were collated and the most common areas of comment are provided here.

From the Understanding Leadership workshop, the interviews confirmed the depth of and value of the self-reflection that participants undertook both immediately and longer after the workshops.

'[W]hen we looked at different [leadership] intelligences – we all have them and we know they are important but as head of department – I would go back to the beginning and look at them and see which ones I want/need to work on and to design some strategies to improve on them'.

This reflection was not just personal, but also included their teams, thus indicating a sense of responsibility to understand context and how they were being perceived.

'I think I'm much more reflective and I've started to reach out for more feedback in my team leader role and then carrying that over into my new role'

The workshop on culture and context included work on organisational culture and how that is affected by social cultures of the community. One participant echoed frequent comments about understanding the culture of the school and reflecting more on the influences upon teachers and what requirements they may have.

'I think we are beginning to look more strategically at what do people have as an understanding of intercultural intelligence. And do they have an understanding of how culture impacts their work! I'm beginning to look at my staff differently – and looking at the groups of cultures in my staff and seeing what their needs are'.

One participant focused on the Vision and Strategy workshop saying, 'so I understand that everything has to be tied to your vision and there cannot be loose threads. There has to be a strategic way in which it is linked'. This impact reflects one core goal of the workshop, to raise awareness of the strength and value of a clear and shared vision and an effective strategy for implementation.

There were a number of comments in interviews about the value of the activity focused on Mourshed et al (2010) and their work on improving schools. Leaders were engaged with the opportunity of understanding that improvement requires different actions at different stages. For example:

‘the work we did about poor to good and good to great and excellent schools... that really resonated with me as it is something I think about – I think leadership is a function, and it’s situational and it depends on the context you are working in - you need very different strategies.’

‘It made me realize that when I first started and I thought well I just have to do this and I’ll be able to make everyone better – but you realized that everyone is not at the same stage of development – so you have to do things differently [for different groups].’

The interviews thus supported the survey responses related to the impact of the specific activities or resources, as well as impact on skills, beliefs, understanding and the actions that leaders were taking as a result of the workshops and the participants’ reflections about the learning.

Case study: China

Understanding Leadership – the most preferred resources or activities in order were:

- a) The GLOBE study on effective leadership in different cultures (Dorfman et al, 2012)
- b) Understanding self and values – activities reflecting on own leadership
- c) Leadership of culturally diverse communities (Walker & Riordan, 2010)
- d) Case studies & reflection on practice

The biggest area of skill development was about being more reflective, understanding one’s own values and how that impacts leadership, i.e. I ‘re-examine the bias and perspectives I bring to the context and decision making’ and ‘I am leading more mindfully and taking time to reflect on my skills and actions... looking for common values and how to build them’. This supports the value of reflection that the IB includes within its leadership philosophy, as described earlier.

Changing beliefs, knowledge and understanding focused on the importance of understanding context, culture and values and the belief that ‘leadership must be culturally responsive’. It is also significant to these leaders to have discovered there are many ways to lead, and that ‘there is no right leadership style’, but what works is a matter of context. The impact of this workshop appears positive, helping participants step back and see leadership from a wider perspective, and reflect upon which skills, intelligences or behaviours are most appropriate for a given situation.

Leading Clear Vision and Strategy – the most preferred resources or activities were:

- a) Defining vision and mission
- b) What is the value of a vision and mission
- c) How to create a vision and mission
- d) Strategic planning

The workshops were completed in a different order than the Thai cohort, and this was the second workshop by request of the school. It had impact on the skills and understanding about vision, mission and strategy, and is reflective of the most preferred activities as listed

above. Skills the participants now speak of included the ability to create and gain buy-in for a school vision and mission and tools to use for strategic planning. Beliefs, understanding and knowledge related to this topic included 'we realized we often strategize for a different vision' and 'the importance of values and vision alignment', which would better enable a school to ensure that any decision-making is aligned with the core philosophy and aims of the school. The impact of this workshop in this group is seen clearly in their school community rather than in smaller groups, and will be discussed below.

Leading with an Understanding of Culture and Context – the most preferred resources or activities were:

- a) Meyer's 'The Culture Map' (2014)
- b) Action planning for own school
- c) Organisational culture
- d) Change management

The skills developed during this workshop included 'taking time to reflect before, during and after interactions to see how culture impacts' actions, which shows an impact of increased cultural understanding. Many participants believed they now had tools to explore their context, to 'help create buy-in and improve communication' with different audiences. Changing beliefs, knowledge and understanding of this group included 'leaders must consider culture or risk being ineffective', which is a powerful awareness fully supported by research (Dorfman et al, 2012) and by an understanding that communication is key, and 'has a deep connection to culture'. A nuance of leadership that is powerful for participants is that 'one leadership approach is not better than another – just more right for a particular situation – flexibility and adaptability is key'. The impact on these leaders is once again difficult to identify because the survey was administered immediately after new understanding was gained, rather than weeks afterwards. However, when a participant says 'I understand more of the complexity of leading with organisational culture in mind' it is likely their behaviours will be impacted and may include more reflection, investigation about the context and what their organisational culture is. Only follow up research can fully explore impact on behaviours and hence the value of the interviews conducted later.

Leading Effective Teaching and Learning – the most preferred resources or activities were:

- a) Teacher professional development (PD)
- b) How do we measure quality of teaching & learning (Mourshed et al, 2010)
- c) Assessment
- d) Action plan for own school

The workshop for this cohort showed particular interest in the discussion around what is effective teacher professional development, as indicated in their preferred top activities. In response to what skills they had developed, there was comment about 'connecting teaching PD and assessment to improved student learning as the one objective' along with the strategic use of data to guide decisions. Impact on beliefs, understanding and knowledge included the idea that 'teacher evaluation should reflect all teaching and learning and students' needs'. This was built on a realisation that 'learning needs to be defined in a way that is clear to all in order to create common understanding'. An important awareness was gained by one, while 'reflecting on the evaluation process and its intention changed how I

think about the practice and what I expect from it', thus indicating some participants were challenging their own long-held beliefs and looking for better outcomes.

Interview responses to the question of what 'impact have the workshops had?'

The interviews confirmed the long-term impact of the 'Understanding Leadership' workshop of supporting an individual's awareness of what Meyer calls 'authentic flexibility' (Meyer 2016), i.e. being able to understand what is needed and to adapt to the situation. This was explained by one participant:

'We understand our leadership styles vary and it is helpful to understand that some people really value something else rather than the way I think – and sometimes we need that different voice or lens. We are flexible enough that we can – with intention – put on a different hat – and being aware of that is great!'

Comments about the impact of culture on leadership also confirmed what was raised in the surveys. Two leaders talked of now asking different questions, or asking questions differently, and another spoke of the understanding that culture is the missing piece in her understanding of leadership. The following comments show how understanding and behaviours have changed.

'We have been talking a lot about how culture impacts expectations of leadership and contrast different leadership styles – so just being able to ask the right questions about communication, about working with bilingual and multilingual learners, those are some of the ways I think it has impacted my leadership.'

'Assumptions and strategies that we use as leaders coming from a western background do not always work in a variety of different cultural contexts.'

The Vision and Strategy workshop has had an impact, based on participants' interview feedback, again supporting the strength of learning commented on in the surveys. One commented on the value of 'understanding the why of it', which helped them see the importance and power of a shared vision and strategy. Another shared a deeper understanding of managing change that has enhanced their leadership.

'This leadership series has helped me understand how [the relationship between vision and beliefs and values] is reflected in an organisation, and organisational culture that is created, and how if you want change to happen you have to go about ensuring that everyone is on the same page. That everyone owns what that change is going to be – and sometimes you have to play back and forth – sometimes it is through influence and sometimes it is through working with individual teachers to get them to the point where they want to make the change.'

The interviews also confirmed the importance and value put on the understanding of the steps engaged within any process of school development, from poor to good, to great, to excellent, as outlined by Mourshed et al (2010).

From the interviews, there was consistency with the survey responses from participants on

the impact of the workshops. This could indicate that those who had undertaken to complete the workshops were continuing to engage with the ideas and concepts and the impact was not lost over the months between the workshops and the interviews. It remains to be researched if these impacts continue over the years.

Case study USA

The survey responses for this cohort were organized differently due to changed circumstances, as explained above. The survey responses were collected by hand from two groups of leaders after they were involved in simultaneously presenting workshops for Leading Teaching and Learning. The opportunity for feedback on all leadership workshops was created by including options for additional responses about workshops previously attended, in addition to the one just completed. Results are therefore not exactly comparable to other cohorts. The responses are valid for the feedback provided for individuals, however, and given a greater time between completing the workshop and writing their responses, evidence of longer-term impact could be investigated. This difference in the case study context was kept in mind during the analysis.

Understanding Leadership – the most preferred resources or activities were:

- a) Understanding self and values
- b) Effective leadership
- c) Understanding leadership

Skills developed through this workshop included an awareness of culture, and ‘to be constantly thoughtful of different cultural understandings’, as well as the importance of communication and the impact culture has’. Beliefs, understanding and knowledge changes in participants included a ‘deeper understanding of leadership and context’ and ‘insight on how to address some needs in my school’, as well as a ‘deeper understanding of how my beliefs align with the IB’. The importance of ‘reflecting on and reviewing my leadership’ is again a frequent outcome of this workshop for individuals. Again, communication was seen as integral to good leadership by many individuals. One commented that an ‘increased understanding of different values in communication was powerful’. There were many comments which spoke of the impact on participants, perhaps a reflection of the more extended time between the workshop and the reflections. A profound impact on one leader is shown through the following comment that ‘cultural diversity has impacted stakeholders which has led to a new approach to how communication happens with staff and parents’. Strong impact is also shown by the comment ‘I now think differently’ and ‘assist and adjust’ in leadership. Further impact at another campus is indicated here: ‘leadership and context discussions have led to developing authentic action steps for campus leaders and learners’.

Leading Effective Teaching and Learning – the most preferred resources or activities were:

- a) Appreciative inquiry (not included as strong focus in earlier workshops)
- b) How do we measure quality of teaching & learning (steps to improvement)
- c) Approaches to teaching and learning
- d) Assessment

The workshop in this context responded to many participants’ interest in understanding more of the IB philosophy about teaching and learning. A number of participants indicated

they had developed their skills in 'crafting an improvement journey' (Mourshed et al, 2010) and having more understanding of how to implement the IB Approaches to Teaching and Learning and building inquiry for students. Beliefs, knowledge and understanding changes included 'the importance of being culturally aware of faculty as well as students' being 'able to talk more about the core values as a leader'. Comments include 'buy-in is very important for effective teaching and learning and effective leadership', and the 'IB global perspectives broadens my understanding of leadership'. The impact on actions is again not as clear as in the Understanding Leadership workshop. Some potential impacts include comments about the increased opportunity to network, and time for action planning ('forced me to look at what we could do in our school to successfully move forward'), indicating an intention for different actions, although how they might be different is not stated. The interviews do give some indication of impact that are described below.

Leading with a Clear Vision and Strategy – the most preferred resources or activities were:

- a) Importance of vision and mission

Comments provided on this workshop included the development of skills of 'identifying values and leading from them', and understanding 'the importance of vision, mission and values'. This focus on shared vision was part of a 'greater desire to lead conversations around shared values and determine how to put values into action', which is a major element of creating a shared vision and implementing it. This is both a skill and an impact of the workshop, as the participant has new understanding and is then planning to act on the new knowledge. Also included in beliefs, knowledge and understanding was that the workshop has 'guided my work focusing on vision and mission, values and goals'.

Leading with an Understanding of Culture and Context and Leading Effective Professional Learning Communities were two workshops taken by different participants completing any four of these core leadership workshops, and there was not sufficient survey feedback on either to indicate which were the preferred activities or resources. However, the feedback did provide comments on the Culture and Context workshop as a whole and indicated that the workshop impacted their understanding of what is important for leaders to be aware of, as evidenced by the following comments:

'You have to do research on different cultures on your campus to understand their point of view and be able to reach them.'

'Culture and context play a critical role in all leadership decisions'

'I have increased awareness of importance of impact of culture on communication'

'Context is everything'

These new beliefs and understanding have impacted leadership behaviours, as shown by the following comments.

'Cultural diversity has impacted stakeholders which has led to a new approach to how communication happens with staff and parents'

‘Leadership and context discussions have led to creating authentic action steps for campus leaders and learners’

Interview responses to question of ‘impact?’

The interview comments from this cohort also confirmed the comments found in the survey responses, and provided further support for the longer-term impact of the workshops. One Understanding Leadership workshop participant commented:

‘Although I had developed a deep understanding of IB Mission and Vision prior to the series, my training has given me the opportunity to engage in much more extensive self-reflection. It enables me to personally identify with the mission. In so doing, I find that I am much more intentional and passionate about the work.’

The increased understanding of working in an IB school is also part of the US cohort’s responses. One stated:

‘The first workshop was very good and helped me to distinguish the subtle differences in being a leader in an IB school versus a traditional school setting’

The Culture and Context workshop again had an impact according to the interview responses. One example of this:

‘Culture and Context has had the greatest impact upon my knowledge... [T]his course has truly been transformative for me in that aspect of behaviour. I freely communicate to others my desire to understand their perspectives and my desire to work with them in a common direction to achieve common goals.’

The workshop on Vision and Strategy also had an impact, increasing an understanding of the power and potential for a shared vision. Comments speaking to this included the following:

‘My personal reflection upon the Mission and Vision is of greater depth. I have become more purposeful in this practice.’

‘The session on “Leading with a clear Vision and Strategy” was the one I enjoyed the most and the one that I feel I used in my practice the most’

From the interviews it is again clear that the workshops have ongoing impact beyond the three days, although it has not yet been investigated how long or how extended the impact is. This is a future area for possible research.

Analysis: Cross-case study

Leaders in Thailand, China and USA were asked to give feedback. The aim in the cross-case study analysis is to evaluate what impact the workshops had as a whole, if the programme had different impacts on any group, and if so in what areas.

Similarities between all three cohorts:

Across all cohorts there were many different participants, with some core members returning to each workshop. More attended all workshops than the 20 interviewed, but their responses are anonymous. The longer-term impact of the workshops can only be explored with the 20 who agreed to be interviewed. It is clear from the surveys and interviews that participants believe the workshops impacted their work, with 60 individual survey comments collated in NVivo, explaining the effects they noticed, and with each interviewed participant providing more detailed explanation of where in particular they believed they had changed in their skills, understanding or behaviours.

In the findings above, each workshop was analysed in each cohort and from that data it can be concluded that there were similarities of preferred activities and resources for each workshop. Across each of the two cohorts in Asia the following resources and activities were preferred in common. Numbers from the US cohort are not included as they were not able to be collected in the same way.

One of the most important findings is that of all 186 survey responses provided, all except for three said the workshops had impacted their understandings, skills and behaviours. The remaining three indicated that there was partial impact given their own prior knowledge or circumstances. Not one response indicated the workshops had 'no' impact.

Understanding Leadership:

- a) The GLOBE study on effective leadership in different cultures (Dorfman et al, 2012) [19 votes out of possible 29]
- b) Understanding self and values – activities reflecting on personal values and the impact this has on leadership behaviours [17 of 29]

Culture and Context:

- a) Meyer's 'The Culture Map' (Meyer, 2014) [32 of 42]
- b) Organisational culture – and how this is to be understood and managed [20 of 42]

Vision and Strategy:

- a) Implementing a strategic plan [20 of 38]
- b) How to create a vision and mission [19 of 38]

Teaching and Learning:

- a) How do we measure quality of teaching and learning and what are the steps to improvement (Mourshed et al, 2010) [36 of 43]
- b) Teacher professional development [34 of 43]

The use of NVivo to provide word frequency charts enabled further analysis of perceived impact. Across all three cohorts, the most frequently used words in responses are indicative of what participants believed were the impacts on their work. These impacts included, in order of frequency: 'cultural understanding' (50 times), understanding the 'importance of vision and mission' (45), values, either personal or others' and the impact on leadership and problem solving (35), reflection of self and context, and communication, and the impact social culture has on what is appropriate and effective (each 22). In conclusion, it can be

seen that increased cultural understanding was the most frequent perceived impact, with clarity about vision and mission a close second. The importance of cultural understanding cannot be understated for IB schools, often with culturally diverse communities. The four topics of impact support the value of the workshops in preparing effective leaders as these skills are high in hierarchy of effective leadership skills found in research (Dorfman et al, 2012; Day et al, 2010; Walker & Riordan, 2010; Calnin et al, 2018)

The differences between the three cohorts:

Given the strong similarities between the impacts on leaders' skills, understanding and beliefs as outlined above, any differences stood out as unusual. One area of difference of impact was found between the cohorts. The difference focused on the number of times the workshops supported 'developing knowledge of the IB'. This occurred once in the China cohort and five times in the US cohort with no mention in the cohort in Thailand. This might be explained due to the difference in cohort membership in USA being from a number of schools rather than one, including a number of schools new to the IB. In contrast, the school in Thailand was a well-established IB school with many highly experienced IB educators. The cohort in China had a couple of experienced educators and they were new to the IB although the school had been an IB school for some time, thus providing context to the difference of impact of understanding the IB.

There was little difference in the impact of the workshops in all other areas, including the understanding of culture and context being a highly placed impact. This might seem surprising given that the USA might be considered one culture. However, the reality of national schools in many countries including the USA, is that schools are becoming increasingly culturally diverse. Therefore, this increased understanding of the importance of knowing the culture and contexts found in one school's community appears to be relevant to national schools as well as IB schools whether national or international in community.

Unexpected outcomes:

The cohorts which were predominantly from one school had an additional impact found on the participants and their leadership roles, which was not expected but turned into a positive additional consequence. During the follow-up interviews it was frequently stated that doing the workshops together with colleagues from the same school, while providing some challenges around discussions about difficult topics, also provided these leaders in the school with a shared vocabulary and understanding of leadership challenges and issues which began to be used to help address leadership decisions and dilemmas. In one case study in particular, a challenge in school structure was brought to the table at the workshop, discussed at length, and in the new year plans were put in place to address the challenge. Thus the leadership workshops can potentially have an impact on a whole school, not just the leaders as individuals.

Conclusion

These expected and unexpected outcomes provide a very important benefit to the IB and IB schools in four ways. Firstly, the results of the research provide clear feedback on the perceived usefulness of some of the activities, concepts and understandings provided in the 'Essentials of International School Leadership' workshops. This can benefit interested leaders who might wish themselves to explore some resources proven to help leaders

understand leadership in culturally diverse communities (links and references are found in the bibliography).

Secondly, the effectiveness of the workshops on impacting the skills, beliefs and behaviours of a group of leaders, while being impossible to measure quantitatively, is clearly shown in the comments by participants. In addition, the data provides feedback on the content and impact of the workshops' resources and activities. This can be used in the review process to provide guidance on which resources and activities to keep to ensure the workshops are most effective.

Thirdly, there is some indication that different groups of aspiring leaders may have different responses and different needs, however, there is more similarity than difference between leaders in different regions. Workshop leaders can therefore be prepared for some regional differences but can be assured that overall, the activities and resources found most preferred in the research, are the ones they should therefore use while tailoring workshops to meet local needs in order to ensure global understanding and relevance.

Fourthly, the IB Leadership Vision and Philosophy is being addressed in the workshops and leaders are being supported in their development of skills related to the IB's expectations of leaders. For example, the following expectations appear to be enhanced through the activities presented in the workshops and evidenced in the responses to surveys and interviews:

- Understand how effective school leadership practices are in part determined by the diverse range of cultural and pedagogical factors that impact directly or indirectly on school communities and, ultimately, student learning.
- As committed learners, are willing to challenge previously held assumptions.
- Are reflective and strategic, capable of leading people with varied values, beliefs and expectations in order to build communities of learners motivated to create a better world through education.
- Are able to identify strategies that are culturally appropriate, relevant and adaptable for their context.
- Demonstrate the ability to innovate, develop, communicate, promote, and evaluate new ideas and practices in order to respond in creative and positive ways (IB, 2017).

The research is important in a wider sense, for the whole IB community. The growth in IB school numbers, as well as the increasing number of international schools worldwide (ISC research 2019), provides pressure on the number of leaders available for schools, which makes effective leadership training an urgent need. It is important that educators can take on their first positions of leadership with more skills and effective leadership behaviours in their toolkit. If more leaders are better prepared for leadership in an IB and culturally diverse community, then IB World Schools and every student and teacher within them will clearly benefit from better leadership, which enables increased student achievement. The IB programmes can then be more effective in providing education for students and can more effectively and efficiently help create a better world.

Challenges and further research

While this project intended to cover two cohorts and be completed over 1 year, the scope needed to be extended in time to cover the initial cohorts and data collection was therefore able to include a third cohort. The addition of the third cohort provided a larger number of leaders who completed the workshops, and was an unexpected benefit that has added to the depth of the data collection. The reason for the extension was however a frustration with changing circumstances, and altered data collection structures which made comparisons between all three cohorts less rigorous. However, because there is now data from three groups of leaders who have completed the workshops as well as numerous other workshops participants, there was potential for this wider study to have more depth for overall findings. While it felt at times that the research was becoming almost too big and unwieldy, it has proven worth the wait, as some of the impact being achieved is clearer and confirmed from the wider research base.

As indicated above, the workshops are clearly having impact, and it appears to be related to leaders' understanding, beliefs and skills. It is important that research continue and become more in-depth and specific. This could include some individual case studies of leaders who complete the workshops, following their journey through reflective professional inquiry. An unexpected additional area of research could be the impact of having a group of middle level leaders go through the workshops from one school, and what specific changes have eventuated from the shared learning.

The results of this project support the notion that these leadership workshops are a positive contribution to aspiring and experienced leaders in understanding their roles in an international and culturally diverse context. These initial findings will hopefully encourage interest in further research and engagement with the IB leadership workshops.

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Appendix 1

1. Understanding Leadership: Foci of Inquiry

- What is leadership?
- What does research tell us about educational leadership?
- What are your personal reflections on leadership?
- What does it mean to lead in an IB context?

Unit Description

Leadership is in part a social construct, positioned in time and place and influenced by personality. This workshop aims to identify, test and critique the assumptions upon which your own style, definition and understanding of leadership are based. Leadership theory and current research will form the basis for discussion, with case studies and your own experiences being used to explore leadership styles and practices. There will be an emphasis on the complex, contextual and holistic nature of leadership, and you will build deeper understandings of how to adapt your leadership style in different contexts.

The workshop will include an introduction to the capabilities and intelligences, core themes and leadership processes that are considered to be most supportive of effective leadership in a range of IB contexts. In line with IB philosophy, you will be encouraged to develop an investigative mindset, become more inquiry focused and reflective, and build your commitment to lifelong learning. You will develop and articulate a deeper understanding of your own philosophy and draft a personal philosophy statement, which you can then evaluate as to its relevance and effectiveness in daily practice, using a reflective journal or blog.

2. Leading with a clear Vision and Strategy: Foci of Inquiry

- What is a vision and mission?
- How can a leader develop and evaluate a vision and mission?
- What is a strategic plan?
- How is a strategic plan implemented?
- How can leaders develop strategic partnerships?
- How can leaders create sustainable systems?

Unit Description

Each school has a slightly different vision and mission, and it is the way each school puts these into practice which determines how successful the school is for its students. A clear, strong and supported vision, which is efficiently implemented and continually reviewed, will provide a very strong focus for the school community's energy and drive. This clarity ensures resources are efficiently utilized.

In this workshop you will deepen your understanding of the significance of a vision and mission to the high achievement of student learning. The importance of a strategic plan to implement that mission is explored. A process of review that evaluates the appropriateness

of the links between the vision and mission, as well as the alignment of the vision and mission to the IB philosophy, is examined.

3. Leading with an understanding of Culture and Context: Foci of Inquiry

- What is culture?
- Do values, beliefs and actions related to education differ between cultures?
- Are there other aspects of leading which are impacted by culture?
- Are there leadership behaviours which are universally acceptable and successful?
- Does organizational culture impact leadership effectiveness?
- Is there one leadership style that is most appropriate in IB schools?

Unit Description

When leaders move to different schools, the organizational culture and the national cultures within which they operate may be different and they must know how to adapt their approach in order for leadership to be most effective. The capability to evaluate their own experiences and reflect upon how best to lead within new and changing contexts is critical to school leaders' own personal success and to the success of the school in achieving its goals.

This workshop therefore explores the concept that leadership is context driven. You will deepen your understanding of how national and organizational cultures interact and impact on beliefs, values and behaviours in schools. In addition, you will discuss how to develop a positive organizational culture which is proven to be closely aligned with high student achievement.

The workshop will enable you to investigate leadership issues in different IB contexts. Through illustrative case studies, critical reading, collaborative problem solving, reflective journals, diagnostic testing and research projects, you will be expected to reflect upon how these relate to your own experiences and develop responses and solutions that align with IB philosophy. You will identify the approaches and strategies that are culturally appropriate and relevant for the particular contexts in which you operate.

4. Leading for Effective Teaching and Learning: Foci of Inquiry

- What is effective teaching and learning?
- Where is a school on the road from 'Poor to Excellent' in terms of quality of teaching and learning?
- How does a school leader decide what leadership behaviours are most effective?
- What is IB theory on teaching and learning and instructional design?
- How can approaches to learning be evaluated, reviewed and improved in a sustainable system?
- What is inquiry-based learning and how can it be implemented?
- What is assessment?
- How can professionalism be developed in teaching staff?
- How do national systems impact IB schools?

Unit Description

Implementing the IB programmes often means schools need to review and change some aspects of the ways in which teaching and learning are organized. School leaders must understand the nature of the educational programmes, their impact on the school culture and the implications for leading and managing their schools.

In this workshop, you will explore how to improve teaching and learning in schools. With an understanding of the impact of different leadership styles, you will examine the most effective methods of implementing change and continuous improvement in the community

<https://www.ibo.org/professional-development/ib-leadership-series/credentials/course-aims-and-content/>

5. Leading an effective professional learning community: Foci of inquiry

- The nature and purpose of school communities
- How are professional learning communities formed, evolve, network, operate effectively and contribute to enhancing student learning
- What are strategies and challenges associated with building trust and positive relationships
- Promoting professional learning at the individual, group and institutional level
- What are strategies for making professional learning an integral part of school culture

Unit Description

IB World Schools are well positioned to operate as professional learning communities because of the unifying attributes of the learner profile and the commitment of those implementing IB programmes to promote inquiry, collaborative learning and critical thinking. The workshop takes a whole-school leadership perspective on creating the conditions for fostering and building effective professional learning communities. School leaders play a central role in creating and sustaining school cultures that embrace professional learning. In this workshop, you will investigate different approaches to developing IB-focused professional learning communities.

<https://www.ibo.org/contentassets/817e205ac1be4d0b8d5e2ebd939e0915/pd-catalogue-2019-en.pdf>

Appendix 2: Examples of survey questions

- a) one from an individual workshop in Asia and
- b) from the US cohort who completed the survey at the end of the 4th workshop

Leadership Workshop: Leading with a clear Vision and Strategy

1. Did the workshop develop your understanding of culture and context and its impact on leadership?
 - a. Yes
 - b. No
 - c. Other – please explain

2. Which sessions were most helpful in developing your understanding of culture and context? (please circle and max 4)
 - a. Session 1: Defining Vision and Mission
 - b. Session 2: What is the value of a good vision and mission and how to create one?
 - c. Session 3: How are vision and mission statements made visible and align with the IB Mission and Philosophy?
 - d. Session 4: How do we create or review vision and mission statements?
 - e. Session 5: Strategic Planning – an introduction
 - f. Session 6: Implementing and reviewing Strategic Plans and Managing change.
 - g. Session 7: Managing Change cont
 - h. Session 8: Development of a personal plan

3. What impact has the workshop had on your **beliefs** about leading with a clear vision and strategy? Give 1-2 examples if appropriate

4. What impact has the workshop had on your **skills** of leading with a clear vision and strategy? Give 1-2 examples if appropriate

5. What impact has the workshop had on your **understanding** of leading with a clear vision and strategy?

6. Please choose one session which impacted you significantly and explain in what ways it has affected your understanding of leading with a clear vision and strategy.

7. Please feel free to make any additional comments on the workshop, perhaps including anything about its relevance to you as a leader or other leaders.

Leadership Workshops:
Survey on Impact [US Cohort]

1. Did the workshop develop your understanding of effective teaching and learning??
 - a. Yes
 - b. No
 - c. Other – please explain
2. Which sessions were most helpful in developing your understanding of Leading teaching and learning?
3. Which sessions from any Leadership workshop were most helpful in developing your understanding of leadership in IB schools?
4. What impacts have the workshops had on your **beliefs** about being a leader in a culturally diverse community? Give 1-2 examples if appropriate
5. What impacts have the workshops had on your **skills** of being a leader in a culturally diverse community? Give 1-2 examples if appropriate
6. What impacts have the workshops had on your **understanding** of leadership and context?
7. Please choose one session which impacted you more than others and explain in what ways it has affected your understanding of leadership, and context.
8. Please feel free to make any additional comments on the workshop, perhaps including anything about its relevance to you as a leader or other leaders.

Appendix 3

Table of workshops' preferred sessions for Cohorts in Asia.

Same data not available from US Cohort as explained in report

China

Workshop Title: Understanding Leadership Number of total survey responses: 22 – each could choose a maximum of 4 sessions	
Session name (Listed in order of presentation in workshop)	Number of votes
Understanding Self	17
GLOBE	19
Culturally diverse communities	13
Case studies	11
Reflection on theory and practice	11

Workshop Title: Vision and Strategy Number of total survey responses: 23 – each could choose a maximum of 4 sessions	
Session name (Listed in order of presentation in workshop)	Number of votes
Defining Vision and Mission	14
What's the value of Vision and Mission?	12
How to Create a Vision and Mission	12
Implementing a Strategic Plan	11

Workshop Title: Culture and Context Number of total survey responses: 22 – each could choose a maximum of 4 sessions	
Session name (Listed in order of presentation in workshop)	Number of votes
National Culture (Hofstede)	26
Organizational culture	20
Meyer – The Culture Map	32
Case studies	15
Reflection on theory and practice	18

Workshop Title: Teaching and Learning Number of total survey responses: 21 – each could choose a maximum of 4 sessions	
Session name (Listed in order of presentation in workshop)	Number of votes
How do we measure quality education?	17
Assessment	14
Teacher Professional Development	19
Action Plans	11
Case studies and school values	12

Thailand

Workshop Title: Understanding Leadership Number of total survey responses: 7 – each could choose a maximum of 4 sessions (small online response lead to future paper responses)	
Session name (Listed in order of presentation in workshop)	Number of votes
Understanding Self	3
GLOBE	5
Culturally diverse communities	
Case studies	2
Reflection on theory and practice	5

Workshop Title: Vision and Strategy Number of total survey responses: 15 – each could choose a maximum of 4 sessions	
Session name(Listed in order of presentation in workshop)	Number of votes
Defining Vision and Mission	4
What’s the value of Vision and Mission?	7
How to Create a Vision and Mission	6
Implementing a Strategic Plan	9

Workshop Title: Culture and Context Number of total survey responses: 20 – each could choose a maximum of 4 sessions	
Session name (Listed in order of presentation in workshop)	Number of votes
National Culture (Hofstede)	18
Organizational culture	8
Meyer – The Culture Map	16
Case studies	5
Reflection on theory and practice	

Workshop Title: Teaching and Learning Number of total survey responses: 24 – each could choose a maximum of 4 sessions	
Session name (Listed in order of presentation in workshop)	Number of votes
How do we measure quality education?	19
Assessment	8
Teacher Professional Development	15
Action Plans	13
Case studies and school values	18